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ABSTRACT

This document describes the numbers of Minnesota students who are actively selecting their schools, and the number of Minnesota school districts offering options from which families may select. The first section explains the different kinds of school choice offered to Minnesota students. The second section illustrates the change in Minnesotans' attitudes toward public school choice, as measured by 1985 and 1992 polls. Section 3 describes the students classified as "active choosers" and those students who were not included in this report. The fourth and fifth sections summarize research on Minnesota students and schools. Section 6 offers comments from students and teachers participating in the state's school choice programs. Steady increases have been demonstrated in the number of students and families who actively selected a public school, used open enrollment, and used "second chance" choice options; the number of educational options available to Minnesota families; and the number of rural "schools within schools." Youngsters report that their lives changed dramatically because of the options available. Finally, statewide polls indicate that support for cross-district public school choice rose from 33 percent in 1985 to 76 percent in 1992. Ten figures and two tables are included. Appendices contain lists of state-sponsored alternative programs, state-designated area learning centers, other within-district alternatives, and enrollments of within-district choice programs. (LMI)

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Facts, Figures and Faces: A Look at Minnesota's School Choice Programs

by

Mike Malone, Joe Nathan and Darryl Sedio

November, 1993

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A Look at Minnesota's School Choice Programs

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Executive Summary

This report describes the number of Minnesota students who are actively selecting their school, and the number of Minnesota school districts offering distinctive options from which families may select. The report attempts to help answer questions about school choice in Minnesota which reporters, researchers, educators, parents and business people have asked. The highlights of our research include:

- More than 113,000 Minnesota students and their families actively selected a public school in the 1992-93 academic year. The numbers of students selecting a school in 1990-91 was 89,588; in 1991-92, 99,693.

- The number of students and families "actively selecting" schools does not include thousands of youngsters opting for traditional schools in districts which offer one non-traditional program at a grade level. In these districts, this report included only those students who chose the non-traditional program. The report also does not include students who transferred into Area Learning Centers after the official reporting date late in October. Many ALCs told us their numbers increase, sometimes double, between October and June.

- The number of students using open enrollment is increasing steadily, from 5,940 in 1990-91 to 9,885 in 1991-92 and 12,504 in 1992-93.

- The number of students using "second chance" choice options also is increasing rapidly. Students using High School Graduation Incentives and Area Learning Centers increased from 6,265 in 1990-91 to 7,695 in 91-92 to 14,016 in 1992-93.

- Behind these numbers are youngsters who say their lives improved dramatically because of the options available. This report quotes a few of them.

- The number of educational options available to Minnesota families has increased steadily since 1985, when Governor Rudy Perpich proposed open enrollment and Post Secondary Options:
  + The number of options offered St. Paul has more than tripled since 1985-86, from 15 to 47 in 1992-93.
  + The number of options available in greater Minnesota and the Twin Cities suburbs has more than doubled, from 49 in 1985-86 to 119 in 1992-93.
  + The number of options offered in Minneapolis has more than doubled, from 44 in 1985-86 to 104 in 1992-93.
  + Statewide, the number of options increased from 108 in 85-86 to 270 in 92-93.

- The number of rural "schools within schools" serving a cross section of students has increased from zero in 1985, to eleven in 1992-93. Rural elementary "schools within schools" are in Blackduck, Fairmont, Morris, Princeton, St. Cloud and Virginia. Rural secondary "schools within schools" are offered in Cambridge, Grand Rapids, Monticello, Thief River Falls and Westbrook-Walnut Grove.

- Statewide polls show Minnesotans have become much more supportive of cross district public school choice. In 1985, about 33% favored the idea, while 60% opposed it. In 1992, 76% favored it, 21% opposed it.

Acknowledgements

We deeply appreciate the financial support and continued encouragement of the Blandin Foundation Board of Trustees, Paul Olson, President and Kathryn Jensen, Senior Vice President. They have helped us to raise questions, as well as to work with others to propose and test solutions.

We greatly appreciate the assistance of hundreds of educators throughout Minnesota who patiently answered our questions and checked our figures. There are too many to list. We especially want to thank Denny Lander of Minneapolis Public Schools, Jean Takashita and Steve Schellenberg of St. Paul Public Schools, who carefully reviewed, and helped us interpret statistics on these two districts. They were extremely patient. Any mistakes are our responsibility.

State Department of Education staff were extremely helpful. Thanks to Peggy Hunter, Barbara Zohn and Carol Hokenson who helped us obtain and understand the Department's computer printouts. They supplied statistics on statewide school choice programs.

Thanks to Betty Radcliffe at the Center for School Change, who helped edit, proofread and assemble this report. Thanks also to G. Edward Schuh, Dean of the Humphrey Institute, who encourages thoughtful, careful research designed to inform discussion of important issues.

Thanks to Steve Allen, director of the Oak Land Area Learning Center, for sharing students' comments. Steve has been the president of the Minnesota Association of Alternative Programs, and a leader in the effort to expand the number of high quality options available to young people and educators.

Thanks to Nancy Adelman at Policy Studies Associates, who is supervising that organization's federally supported study of Minnesota choice options. Her questions to us inspired this research.

The Humphrey Institute of the University of Minnesota is hospitable to a diversity of opinions and aspirations. The Institute does not itself take positions on issues of public policy. The contents of this report are the responsibility of the authors.

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This report was produced by the Center for School Change, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, 301 19th Avenue South, Minneapolis, MN 55455. (612) 626-1834.

Facts, Figures and Faces:
A Look at Minnesota's School Choice Programs

Introduction

"My daughter was about ready to drop out of high school at age 16, and become a drummer in a rock band. I knew she had talent. But high school wasn't working for her. I heard about the new program which allows high school students to take college courses, and asked her to try it. Two years later she simultaneously graduated from high school and completed her first two years of college, with a high B average. Stacy had the ability to succeed but without an alternative I am convinced she would not have graduated."

"I fell in with the wrong kids at high school. We partied all night, and hassled teachers. We had a lot of fun, but didn't learn much. I'm not surprised the school didn't want me around. After a couple of years, I decided that I needed a new start. Without choice, I probably would not have graduated. Choice not only gave me a chance to personalize my education, but it also gave me the confidence that I can make something of myself and control my destiny."

"For years I'd been thinking that there had to be a different way to teach. I was stuck in a rut: five classes a day, lasting 55 minutes. But then I got a chance to help develop the Minnesota Center. It's been a lot of hard work, but I never want to go back. For me, this is the right way to teach -- interdisciplinary, with a team of teachers, with large blocks of time, and a group of students who've chosen to work with us."

The following report attempts to help answer questions about Minnesota's school choice programs. We try to provide facts, figures and some faces involved in Minnesota's school choice programs. We believe it is the first effort to document the number of Minnesota students "actively selecting" a school under Minnesota's local and statewide programs. This also probably is the first effort to examine the number of distinctive programs offered to Minnesota students, and to assess whether the number of options has grown since 1985.

In January, 1985, Minnesota Governor Rudy Perpich proposed that Minnesota students should be allowed to transfer from one district to another, so long as the receiving district had room, and the movement did not have a negative impact on integration efforts. He also recommended that public school juniors and seniors be allowed to attend colleges, universities and post-secondary vocational schools, with state funds following students, paying all tuition, book and other fees.

Since the early 1970's, the Minneapolis and St. Paul public school systems had offered a variety of options. alternatives and magnet schools. Few suburban or rural districts offered options. Today, as this report shows, that has changed.

The report's first section briefly explains the different kinds of school choice offered to Minnesota youngsters. Some of these options have been developed by local districts. Some are the result of state laws passed in 1985, 1987, 1988 and 1991. The second section illustrates the change in state attitudes toward public school choice, as measured by 1985 and 1992 independent polls. The third section describes which students we classified as "active choosers," and which students were not included. As noted in this section, depending on a researcher's definition, thousands of additional students could have been included in the numbers we report.

In sections four and five, we summarize our research on students and schools. These sections answer questions such as "how many distinctive schools were available in 1985-86, and how many were available in 1992-93? How many students are participating in these options? We do not include private or parochial schools in this count, except for those private non-sectarian schools enrolling students under the 1987 High School Graduation Incentives Act.

In the sixth section, we attempt to give a human face to these numbers. We quote a handful of participants in several of the state's school choice programs: Area Learning Centers and Post-Secondary Options. This limited report did not attempt to do systematic, controlled research on student achievement. We leave it to readers to interpret student comments.

We also quote several teachers who've had the opportunity to create new schools. We did not conduct a statewide survey. We simply report a few of the comments made to one of the authors in the course of compiling this report.

This is not the final, comprehensive report on school choice in Minnesota. There probably are still alternative programs we have not discovered. Many questions also remain to be studied, including the impact of various school choice programs on student achievement. However, we hope that the information is useful to readers, researchers, educators, parents and others who care about more effective schools.

A Summary of Minnesota Public School Choice Laws and Programs

The 1985 - 1993 Minnesota Legislatures passed several laws expanding educator and parental choice among schools.

Post-Secondary Options (1985) allows public school 11th and 12th graders to attend colleges, universities and vocational schools. Participants increased from about 3,600 students in 1985-86 to more than 7,000 in 1991-92. First year results showed that about 6% of the participants had dropped out of school, that 2/3 of the students had average grades of B, C or D, that the high school students had done as well or better in post-secondary courses, that 90% of the parents said their children learned more, and 95% of the students said they were satisfied with the program. Ninety-four per cent of 221 high school students at the University of Minnesota in 1989 rated their experience "excellent or good." Since 1985 more than 90 high schools have established courses in their high schools which allow students to earn both high school and college credit. The College Board also reports that the number of Minnesota high schools offering Advanced Placement Courses has more than doubled since 1985-86.

Area Learning Centers and High School Graduation Incentives (1987) permit students ages 12-21 who have not succeeded in one public school to attend another public school outside the district, so long as the receiving district has room and a student's transfer does not have a negative impact on desegregation. Criteria used to indicate lack of success include low test scores or grades, chemical dependency, excessive truancy or expulsion. Research carried out in 1990 found that almost 8,000 students used these programs in 1989-90, and that about 1/3 of the students were returning after having dropped out. Students reported much higher levels of achievement and satisfaction. After attending an area learning center, the percentages of students planning to graduate after having dropped out increased from 19% to 39%. After attending a private non-sectarian school under the HSGI law, the percentage of youngsters planning to graduate increased from 6% to 41%. (Nathan and Jennings, 1991)

The fourth law is called the Enrollment Options Program ("open enrollment"). Parents of children ages five-eighteen may transfer their children to public schools outside their resident district unless the receiving district does not have room or the transfer will have a negative impact on desegregation. About 440 students used the law in 1988-89 (when the home district could refuse permission to leave), about 3,400 applied to use it in 1989-90 (when resident districts of less than 1000 students could deny transfers), and more than 12,000 applied to use it in 1992-93. A 1992 survey of parents found that parents most important reason for shifting schools was academics. (Rubenstein, et al., 1992) A survey of 126 principals around the state found that most felt choice had "stimulated improvements to school curricula, promoted greater parent and teacher involvement in planning and decision-making and increased ethnic diversity in schools." (Tenbusch, 1992)

Charter public schools (1991, revised 1993): Permits up to 20 schools to be established which do not have to follow most state rules and regulations, but are responsible for improved student achievement specified in a contract between the school and a local district. More than 25 groups have proposed charter schools in rural, urban and suburban areas. Most have been turned down by their local board. Eight have been approved by the local and state boards of education. The 1993 legislation allows proponents to appeal to the State Board of Education if at least 2 members of a local board support the proposal. The original Minnesota charter school proposal would have allowed either a local or the State Board of Education to authorize a school. As of 1993, California, Colorado, Georgia, Massachusetts, and New Mexico have authorized charter schools. Legislation varies from state to state.

Within district options: Since Governor Perpich proposed cross district school choice in 1985, 163 new schools or schools within schools have been created in urban, suburban and rural Minnesota districts. For example, "schools within schools" have been created in Blackduck, Coon Rapids,

Fairmont, Grand Rapids, Minneapolis, Morris, Princeton, Rosemount, St. Cloud, St. Paul, Thief River Falls, Virginia and Westbrook-Walnut Grove.

Rural magnet schools have been created in Belview, Cyrus, Delavan, Miltona and Randall. The Cyrus Magnet School was selected in 1993 by Redbook Magazine as one of the nation's 51 best public elementary schools in the country. This school is run by a committee of teachers. It has no principal.

Suburban districts like Bloomington, Minnetonka, Robbinsdale, Roseville and Stillwater have created distinctive elementary and middle schools which families have choose. These programs serve a cross section of students.

The participants in the above "within district" programs are not counted as participants in "cross district" plans because they transfer within their district. Most previous reports have ignored this important dimension of Minnesota choice plans.

More than 75 new programs also have been created since 1985 which serve secondary students who do not succeed in traditional schools. Some of these are called "alternative schools." Others are called Area Learning Centers. Some of their students come from within the district. Others transfer across district lines, using the "Second Chance" laws adopted in 1987.

Choice Poll Results

Several major polls have been taken to measure statewide opinion about various school choice programs. The first major poll was conducted in March, 1985 by the *St. Paul Pioneer Press and Dispatch* and WCCO Radio/Television. The poll asked Minnesotans if they favored or opposed Governor Perpich's open enrollment proposal, which had been narrowed to allow only 11th and 12th graders to move from one district to another.

The poll found that there was far more opposition than support for this idea. As the numbers below show, only 1/3 of the people polled favored the idea, while almost 2/3 of those polled opposed it. The poll's question was: "Do you favor or oppose allowing parents to send 11th and 12th graders to any public school, regardless of location?"

Favor 33%

Oppose 60%

Undecided 7%

(Dornfield, 1985, p. 1A)

In 1985, the only part of Governor Perpich's school choice proposals adopted allowed 11th and 12th graders in public schools to attend post-secondary programs, with tax funds following them, paying their tuition, books and other fees.

In 1987, two laws were adopted which allowed 12-21 year olds who had not succeeded in one public school to attend a public school outside their district, or a private non-sectarian school which had a contract with a public school. A law was also passed requiring school districts to decide and publicize whether they would allow families to transfer out of the district. This was a small step toward the original open enrollment proposal made by Governor Perpich.

In 1988, the Minnesota Education Association surveyed its members on open enrollment. Sixty-one % of their members supported open enrollment. (MEA, 1988)

The most recent statewide poll on school choice was conducted in the summer of 1992 by Friends of Public Education. This coalition includes the MEA, MFT, school boards, superintendents, principals, PTA and other pro-public education groups. They asked a question designed to assess the public's attitude in 1992 toward open enrollment: "Do you favor or oppose allowing families to send their children to any public school regardless of where they live?"

76% favor

21% oppose

3% unsure.

(Decision Resources, Inc. 1992)

It appears that Minnesotans have changed their views about open enrollment. When originally proposed in 1985, even a small scale program limited to 11th and 12th graders was rejected, by a margin of almost 2-1. By 1992, open enrollment was endorsed, more than 3-1.

Undercounting Students: A Note on Methodology

Any effort to count the number of students actively using school choice must decide what it means to make a choice. In this study, we deliberately decided to be conservative in our definition.

In a number of districts, there is one "alternative" designed for a cross section of students at a certain grade level, with the rest of the district's schools being fairly traditional. Examples include Stillwater's Stonebridge, St. Cloud's Montessori School, Little Falls' Knight Magnet School, Robbinsdale's TLC and Elementary Language Emersion Program, and Faribault's Nerstrand Magnet.

A growing number of districts have established "schools within schools" serving a cross section of students. Elementary examples include Comm-Tech in Morris, Options in Virginia, Curiosity Castle in Blackduck, the Apple program in Coon Rapids and SWIS in Fairmont. Secondary examples include Communications Central in Grand Rapids, Connect-4 in Monticello, Magnet Arts program in Thief River Falls and the Minnesota Center in Cambridge.

In these cases, we counted as "actively using choice" only those students who selected the non-traditional school. A good case could be made that those attending the traditional school also were making a choice. If both groups are included, the number of students "actively selecting a school" would increase by thousands of students.

For example, Stillwater has more than 3,600 elementary students. About 300 of them choose to attend Stonebridge, while about 3,400 attend the traditional schools. St. Cloud, one of several districts in the state offering students the option to attend any school in the district if space is available and, if the parents are able to provide the transportation, has more than 6,000 elementary students. However, we limited our count to only those St. Cloud elementary students attending the Montessori school. Duluth offers several magnet elementary schools. However, the vast majority of Duluth's 7,000 elementary students attend neighborhood schools. We counted only those Duluth students selecting magnet schools as "active choosers." Thus, counting all the elementary students in just these three districts would increase the number of active choosers by more than 15,000.

Duluth is another district in which a good argument could be made that we undercounted students using choice. Once again, we counted only those selecting magnet schools as "active choosers."

A second major decision involved how many students to count who attend Area Learning Centers. ALCs enroll secondary students who have not succeeded in traditional schools. After consulting with State Department of Education officials, we decided the most appropriate number to use was the "official count" of students, which is made late in October. This number seemed to offer a benchmark which was readily available.

However, it means that we don't count literally thousands of students who attend Area Learning Centers. Students can enroll in ALC's at any time during the school year. Many of the ALC's pointed out to us that their numbers double, or even triple, by the end of school year. Using State of Minnesota figures from the official October count date, we list 3,879 students attending ALCs in 1990-91, 5,250 in 1991-92, and 6,966 in 1992-93. In fact, the numbers of students attending these programs are far higher – overall, perhaps double these figures.

We believe that if families fill out a form which requires them to pick a school for their child, they should be considered an "active school chooser." Using this criteria, all Minneapolis elementary and high school students as well as St. Paul secondary students plus those in St. Paul wishing to attend elementary and middle school magnet programs are active choosers. They must (and do) make a choice. However, most Minneapolis students are assigned a middle school in their neighborhood, although they may opt for one of several alternative middle school programs like Chiron. We counted only those Minneapolis middle school students as "active choosers" who attend a non-traditional program they selected, rather than attending the middle/junior high school in their neighborhood.

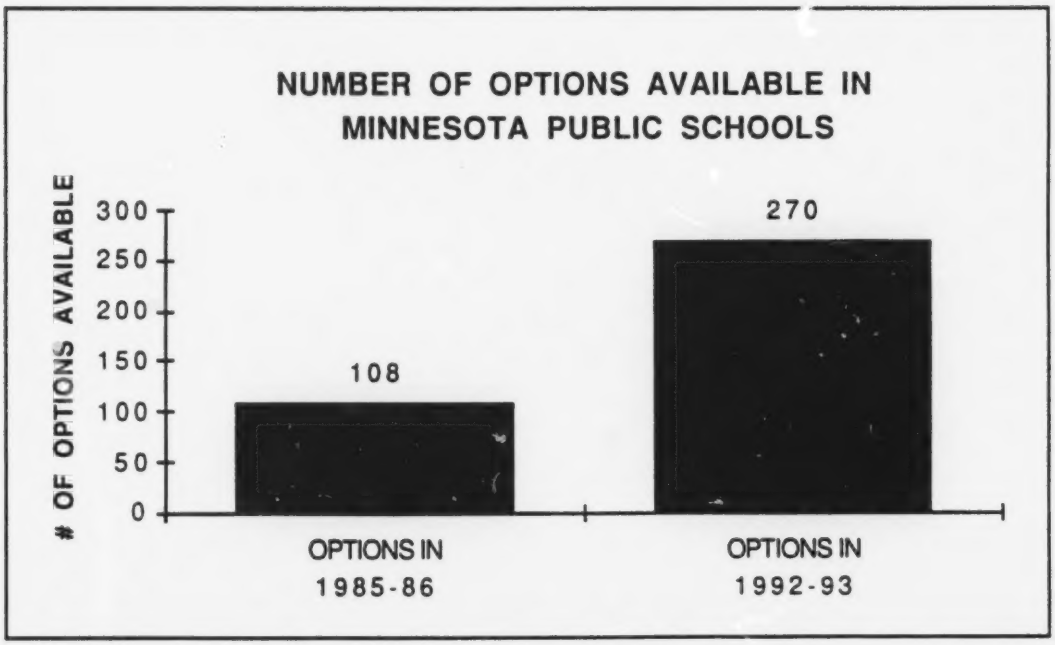
The Minnesota Department of Education provided fall enrollment counts for many alternatives, options and magnet schools. Additional information, such as enrollment counts not available from the Minnesota Department of Education and starting dates of all alternatives and options, was provided by individual schools and school districts.

Number of Options Available in Minnesota Public Schools

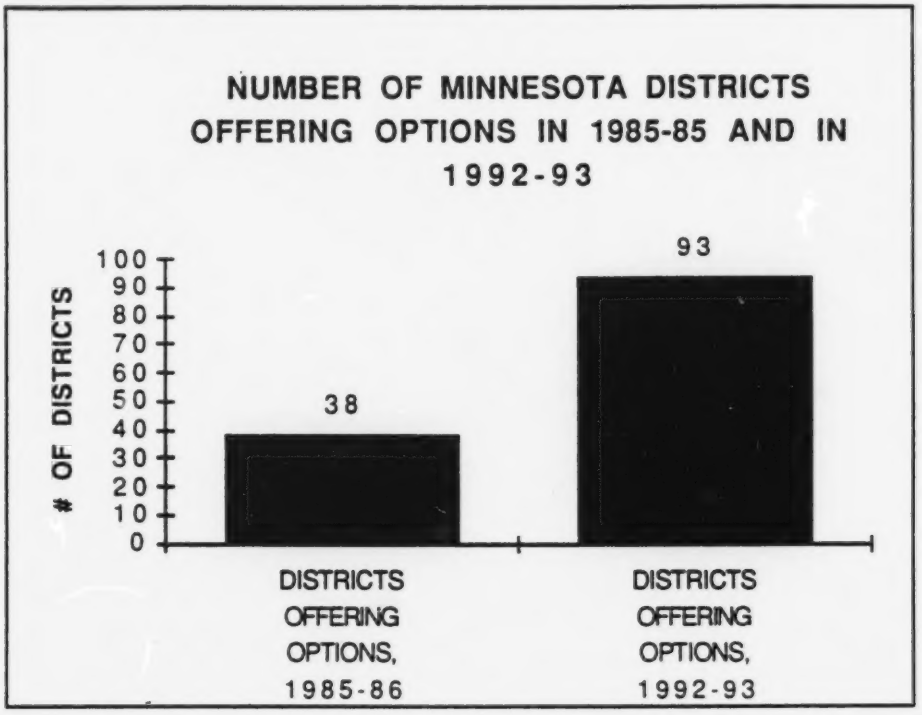
We found that the number of options available to students is growing rapidly. In 1985-86, there were 107 different choices available to students in Minnesota; in 1992-93, there were 270. In this eight year period, the number of available options grew more than 150%.

The following chart and graph illustrate the number of options available in 1985-86 and in 1992-93, broken down by type of option. This count only includes options available within a particular school district or intermediate school district. Other current options available to all students, such as post-secondary enrollment options or open enrollment, are not reflected in the 1992-93 total of 270 options.

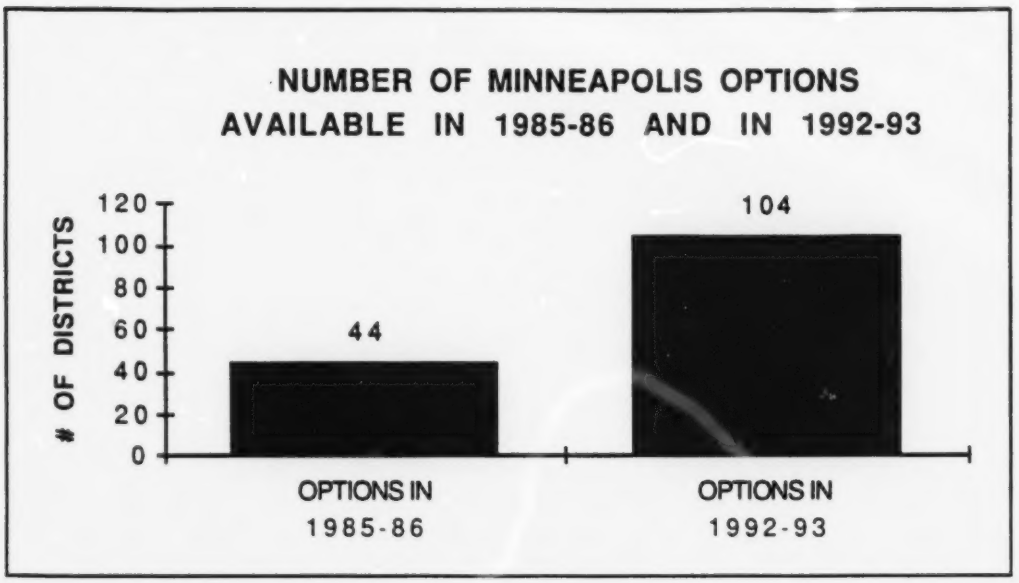
OPTION	# AVAILABLE IN 1985-86	# AVAILABLE IN 1992-93
Minneapolis Options	44	104
St. Paul Options	15	47
Alternative Programs	19	39
Area Learning Centers	22	50
Other Within-District Options	8	28
Charter Schools		2
TOTAL # OF OPTIONS AVAILABLE	108	270



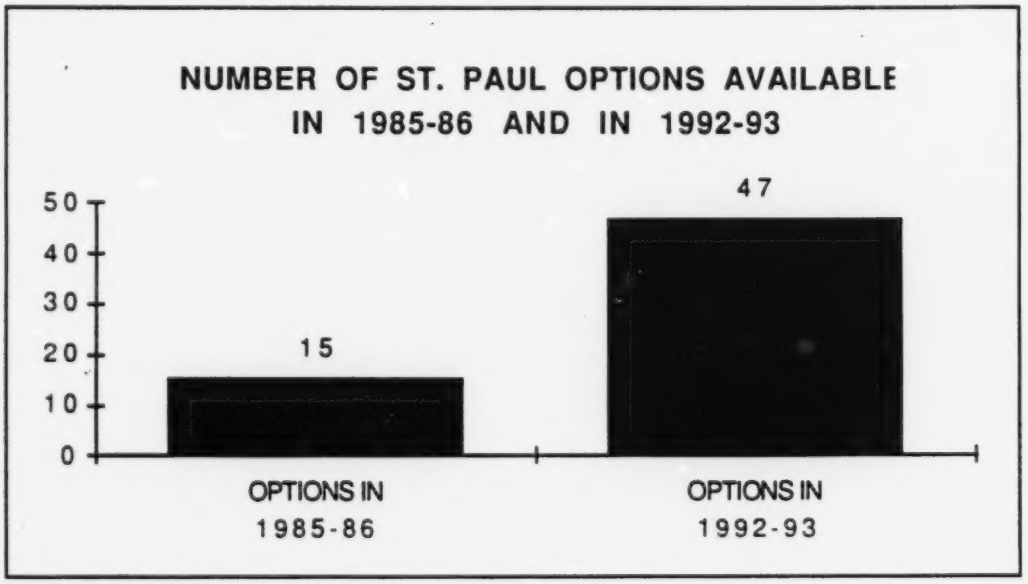
The number of school districts offering options has also grown dramatically during the eight year period between 1985-86 and 1992-93. In 1985-86 only 38 Minnesota school districts were offering students an option of any type. By 1992-93, this number had grown to 93 districts. Again, this number does not include most inter-district options and agreements. Despite this, we found that almost one in every four school districts internally offered an option or choice to students.



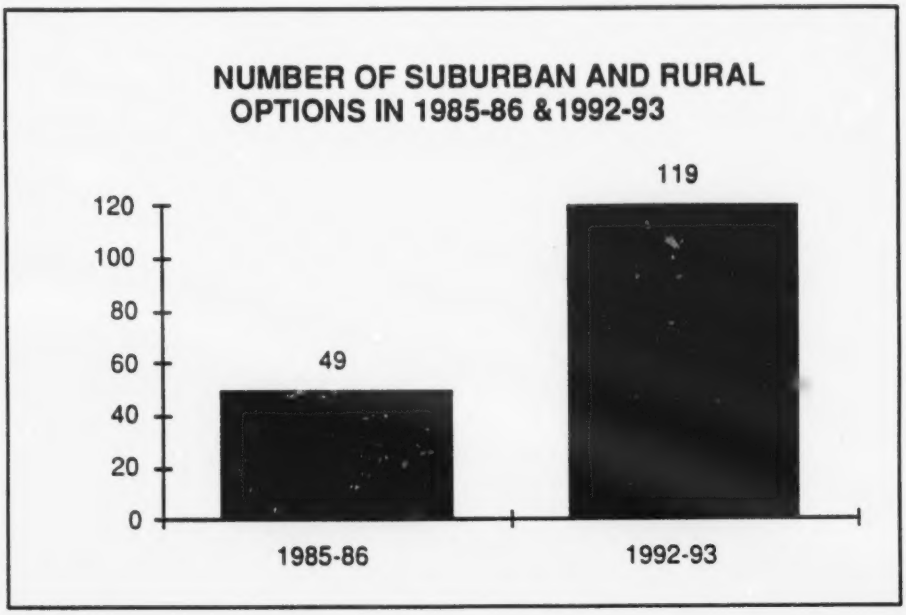
Minneapolis, the state's largest school district, offered the most options to students in both 1985-86 and 1992-93. As the following graph shows, 44 options were available to students in 1985-86 and 104 options were available in 1992-93.

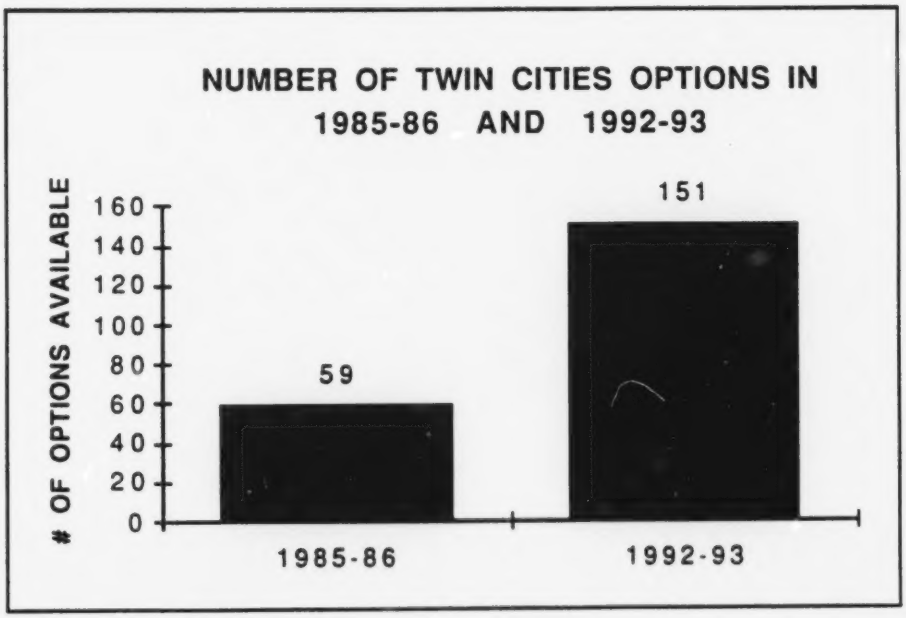


St. Paul, the second largest school district in the state, also offers the second largest number of options to students. The number of options available has grown from 15 in 1985-86 to 47 in 1992-93. Current options offered in St. Paul include the choice of elementary magnet schools, allowing secondary students to choose their school, and an Area Learning Center.

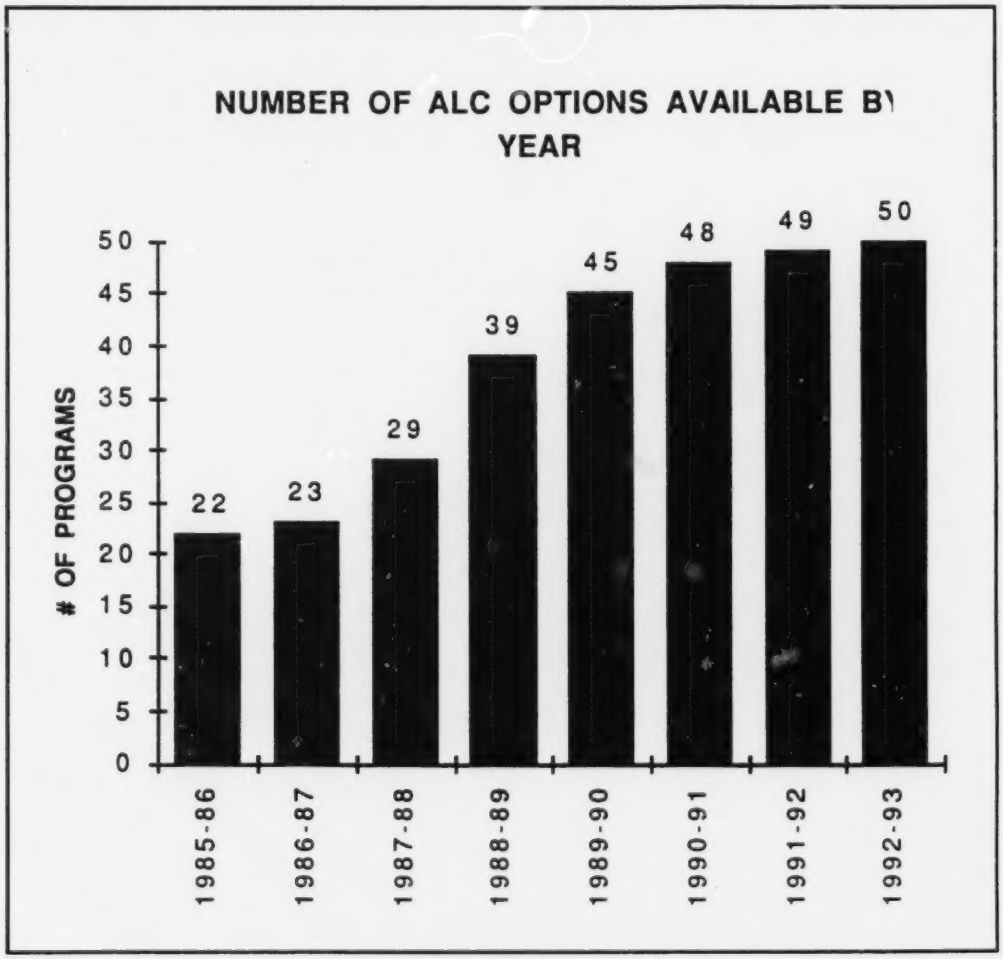


The growth of available options in the Twin Cities has been mirrored by similar growth of alternatives elsewhere in Minnesota. The following charts illustrate the expansion of alternatives both within the Twin Cities and outside the Twin Cities area.

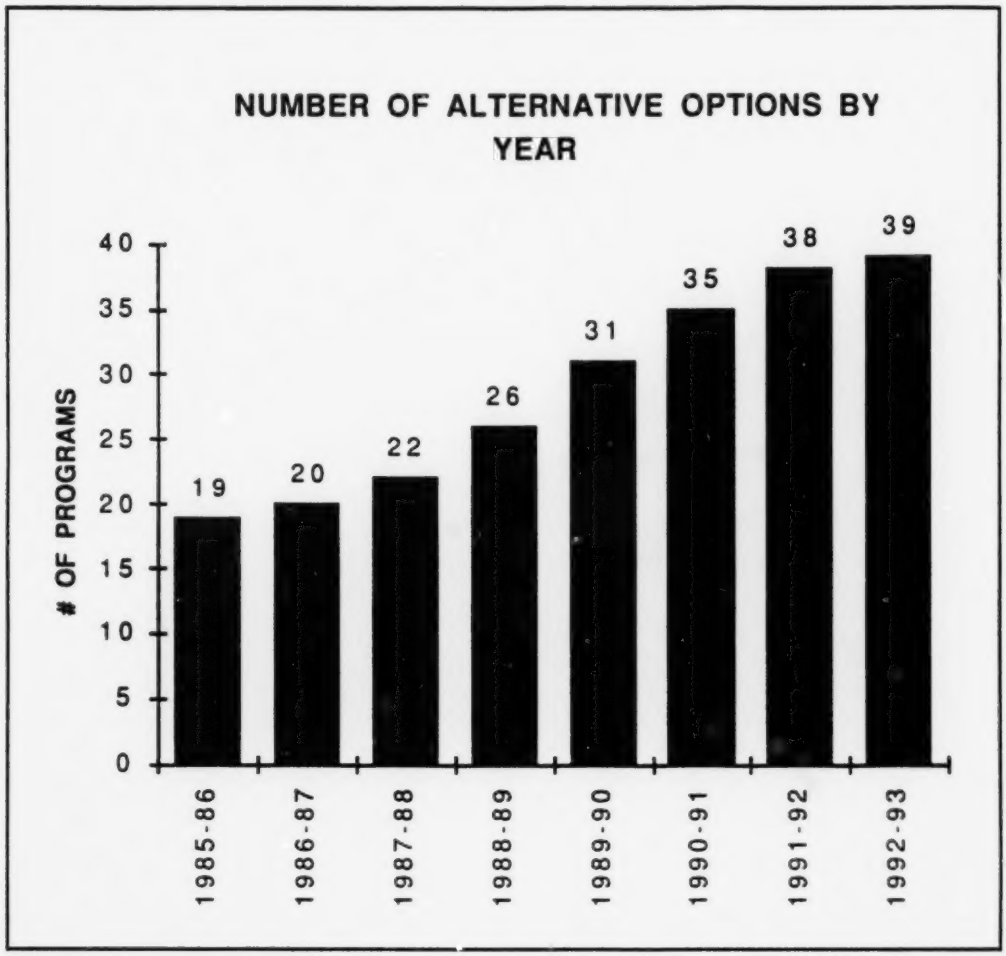




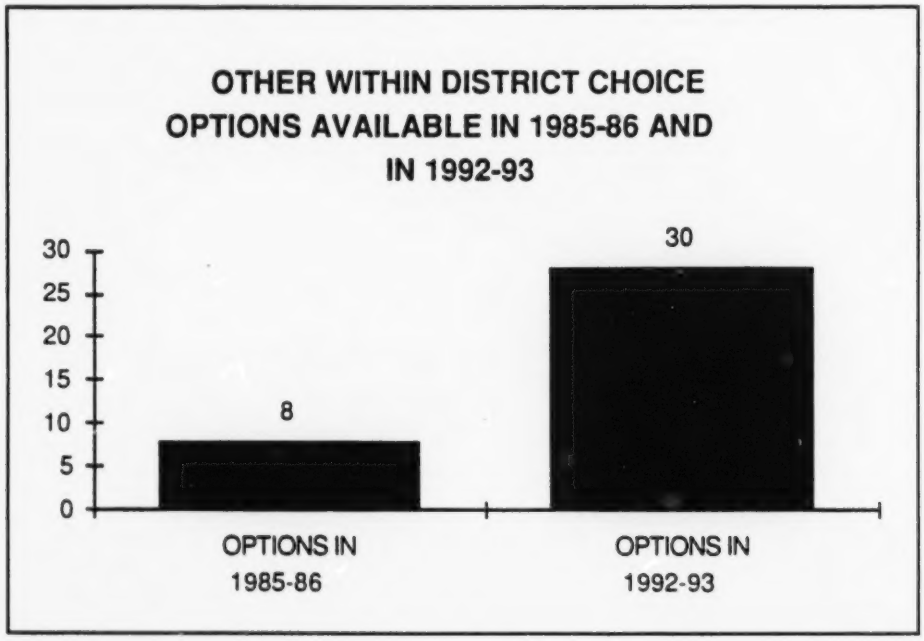
The number of state designated Area Learning Centers more than doubled in frequency since 1985-86. In 1985-86 there were 22 alternative programs operating which would later evolve into programs which in 1992-93 were operating as Area Learning Centers. By 1992-93, there were 50 Area Learning Centers available as options for students. This graph shows the annual increase in programs during this period.



Much like Area Learning Centers, the number of state designated Alternative Education Programs has also increased significantly since 1985-86. The number of these types of programs has more than doubled, reaching 39 by 1992-93. The following chart illustrates this pattern of growth.



In addition to state designated programs, a growing number of suburban and rural districts are offering options to students and parents. These can take the form of magnet schools, schools-within-schools or elementary Montessori programs. Between 1985-86 and 1992-93, the number of such offerings increased from 8 to 30 programs.

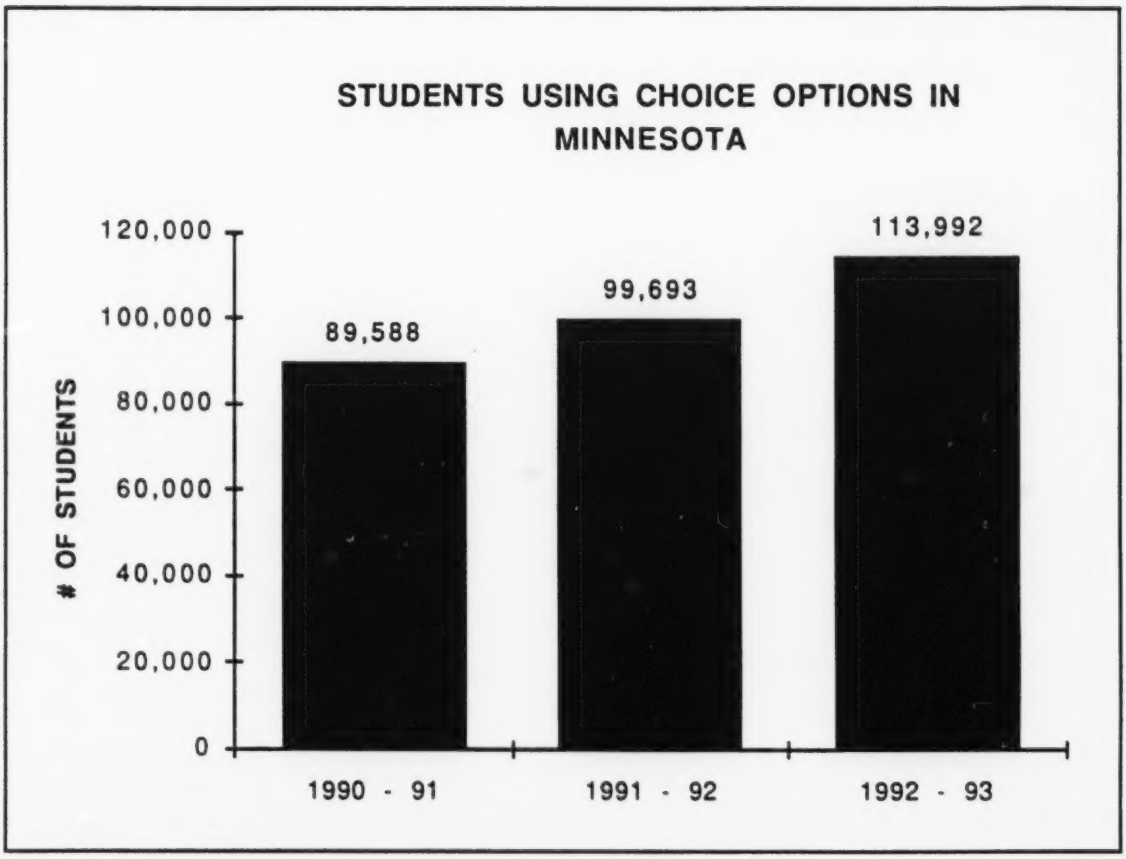


The number of available options is continuing to grow. As we visited with school districts about alternatives available in 1992-93, many districts also wanted to share information with our researchers about new programs their district was offering in 1993-94. Additionally, as the number of charter schools continues to grow throughout the 1990's, so will the number of options available to students.

For more information about the starting dates of individual programs, please see the Appendix.

Number of Students Actively Selecting Schools

The number of students and parents actively exercising choice options has increased during each of the previous three years. In the 1990-91 academic year, 89,588 Minnesota students actively selected their school or program; in 1991-92, 99,693 students chose; and, in 1992-93, 113,992 took advantage of Minnesota's choice options. The following graph illustrates this increase:



The total number of students using choice options includes students who have chosen from several different options. As mentioned above, available options include open enrollment, Area Learning Centers, and Postsecondary Enrollment Options. We found that the most widely used alternative is within-district choice. In 1992-93, 67,220 students actively selected a school from within their school

district . As mentioned above, this count probably underrepresents the number of choosers because it only includes the number of students who chose "non-traditional" options.

The following chart illustrates the various options/alternatives available to students and the number of students utilizing each option during the 1990-91, 1991-92 and 1992-93 academic years. All enrollment figures are based on fall (October) enrollment counts as reported by the Minnesota Department of Education or by the individual schools and school districts.

Option/Mechanism	1990-91 Total	1991-92 Total	1992-93† Total
Open Enrollment*	5,940	9,885	12,504
School Board Agreements*	4,483	5,931	4,944
Postsecondary Enrollment Options*	6,697	7,534	5,682
High School Graduation Incentives*	2,386	2,445	7,050
Within District Choice**	63,023	64,584	67,220
Private Alternative Programs*	1,034	1,063	1,118
ENR Choice*	565	585	411
Tuition Agreements*	146	92	5,745
Area Learning Centers**	3,879	5,250	6,966
Alternative Education Centers**	1,435	2,324	2,352
TOTAL USING CHOICE OPTIONS IN MINNESOTA	89,588	99,693	113,992
TOTAL MINNESOTA FALL ENROLLMENT*	749,203	766,784	786,413

* Compiled and reported by the Minnesota Department of Education

** Compiled by the Center for School Change using fall enrollment counts provided by the Minnesota Department of Education, individual school districts and individual programs

† The Minnesota Department of Education began using some new reporting forms in 1992-93. This helps account for some of the changes over the previous year. For example: in years previous to 1992-93, the Post Secondary Enrollment Options category included students attending classes in Post-Secondary institutions and those attending classes at high schools that were offered collaboratively with a Post-Secondary institution. In 1992-93, however, only courses offered at a Post-Secondary institution are included in this category.

Students Using Within-District Choice

In order to calculate the within-district choice totals, we combined the number of students actively choosing in Minneapolis and St. Paul with the number of students attending within district options/alternatives in other Minnesota cities and towns. For classification purposes, Area Learning Centers and Alternative Education Centers, options which are often available within districts, are considered as a separate category from within-district options. The following chart shows the number of students who chose their school during 1990-91, 1991-92 and 1992-93 using within-district choice:

LOCATION	1990-91	1991-92	1992-93
Minneapolis Public Schools Total	35,445	35,773	36,323
St. Paul Public Schools Total	23,489	24,464	25,495
Other Within-District Choice Total	4,089	4,347	5,402
TOTAL # OF STUDENTS USING WITHIN DIST. CHOICE	63,023	64,584	67,220

For a school-by-school breakdown of within-district choice options and number of students choosing to attend, please see the "Students Using Within-District Choice Options in Minneapolis," "Students Using Within-District Choice Options in St. Paul," and the "Other Within-District Alternative/Options" charts included in the Appendix.

Students Choosing Area Learning Centers and Alternative Education Programs

Area Learning Centers and Alternative Education Centers are other alternatives that many students actively choose. Just as the number of these programs has increased, so has the number of students in attendance. As mentioned above, since we used fall enrollments as our unit of measurement, the number of students we counted who attend Area Learning Centers and Alternative Education Centers is probably much lower than the actual number of students served by such programs during the course of a year. Despite this, we chose to use fall enrollment in order to ensure that we would not count any student twice.

Between 1990-91 and 1992-93, the number of students choosing to enroll in an Area Learning Center nearly doubled. In 1990-91, fall enrollment counts for ALC's, as reported by the Minnesota

Department of Education, showed 3,879 students enrolled. By 1992-93, this number had increased to 6,966 students. For more information, a program-by-program breakdown of Area Learning Center fall enrollment counts is included in the Appendix (see the "Area Learning Centers" chart).

Similar to what occurred with Area Learning Center enrollments, the number of students choosing other state designated Alternative Education Programs has also increased. Based on fall enrollment figures reported by the Minnesota Department of Education, and in some cases from individual schools, 1,435 students chose Alternative Education Programs in 1990-91; 2,324 students in 1991-92; and, 2,352 students in 1992-93. Please see the "Alternative Education Programs" chart in the Appendix for program-by-program fall enrollments.

Student and Teacher Comments

An earlier Center for School Change report described a carefully designed study of participants in Area Learning Centers, private non-sectarian alternative schools and the Post-Secondary Options program. (Nathan and Jennings, 1991) This section offers student reactions to an Area Learning Center, and to the Post-Secondary Options program. These comments help add a human face to the pages of charts, graphs and statistics.

Area Learning Center Students

The comments below come from questionnaires filled out anonymously by students at the Oak Land Area Learning Center in Cambridge, Minnesota. (Wolf, 1993)

"I like the teachers and I would never would have finished school without it."

"The ALC offers a genuine alternative to students who, for whatever reasons, cannot perform in a traditional setting. It offers a warm, accepting and caring environment for its students, staff and visitors."

Students learn "how to learn, how to function in the real world, that they are worthwhile and capable, and oh yeah, English and math and stuff."

"This is a good place to finish up high school. The teachers seem to be very interested in seeing the kids finish."

"This is a school for teens unable to attend regular school because of problems like pregnancy and alcoholism."

"I can work at my own pace and they have a nursery for my kids."

"I didn't want to drop out of high school. I wanted to continue my education, but wouldn't in regular school because I had certain problems."

Post-Secondary Options Students:

These brief case studies were prepared by Darryl Sedio, director of Advanced High School programs at the University of Minnesota. They describe some of the hundreds of students with whom he has worked.

Laura L. was in the bottom 25% of her high school class. She was undergoing therapy for depression which was a least in part related to her lack of academic accomplishment. Her high school special education teacher urged that she be allowed to enroll at the University. Her high school grade point average was 1.78 (C-/D+). Her University of Minnesota grade point was 3.2. (B). Laura's comments in a letter to Sedio: "I owe a lot to you . . . a heartfelt thanks is going out to you."

Craig K. was in the bottom 26% of his high school class. His high school grade point average was 1.88. His University of Minnesota grade point average was 3.9.

Laura J. was in the bottom 36% of her high school class. Her high school grade point average was 2.1 (C). Her University of Minnesota grade point average is 3.00. She has found a major area and a career direction, and is currently doing research on campus in a psychopharmacology lab.

Pete M. was in the 59% of his high school class. His high school counselor called the University of Minnesota twice to protest that this student should not be allowed to attend the University. His University of Minnesota grade point average is 4.0 (A). Comment from his University of Minnesota writing instructor: "Pete's writing skills are outstanding. He is already writing at a level beyond many

juniors and seniors. His papers are a pleasure to read . . . he is a very good, highly motivated student. It is a pleasure to have him as a student."

Clayton came to the University of Minnesota after having dropped out of high school a year earlier. He said he never felt as if he "fit in" at high school, it was far "too rigid and stifling." His high school grades averaged D+/C-. He maintained a B+/A- average. He was active in the effort to convince Minnesota legislators to retain the Post-Secondary Options program.

Jon was disruptive and unsuccessful in his inner city high school. His teachers reported him to be hostile and highly argumentative. He had a D average in high school, and failed 7 of the 8 classes his last term of residence. Nine months after dropping out, he began college full time, earning an "A" average while taking courses in the Philosophy, English and Political Science departments. During his second term, he convinced a member of the University's English Department to allow him to register in a graduate level English course, a course in which he received an "A." He has published several magazine articles and is attempting to market two of his completed novels.

Ann enrolled in one course during the fall of her high school junior year. She had been a strong student in a suburban high school and wanted to see how she would do in college. In what would have been her senior year in high school, she was admitted as a full time student at the University of Minnesota's Institute of Technology. During that year, she began working as a research assistant under a NASA and National Science Foundation grant. She earned a Bachelor's Degree with honors, with a major in Physics, at the age of 20.

The following comments were made on questionnaires distributed to students, who were invited to write anonymous comments about the PSEO program.

"If I hadn't had the opportunity (to enroll in PSEO), I would certainly not have become an honors students much less a college student . . . High school was just holding me back. I was getting into trouble in grade school, my junior high and high school and my performance was poor. But when I found out about this program I decided to go for it and my grades went up drastically, enabling me to be

accepted. Here at the University I have yet to get a C. All my grades are A's and B's. I never used to get an A or B. This program was a saving grace for me and changed my life around."

"I got a chance to take a real class where I learned a lot and actually had to work to understand the material. It prepared me for Cal. Tech. far better than high school did.

"There are just too many students who are smothered by the high school environment and this program gives them freedom to explore all kinds of interests and feel independent for a change. I don't believe my high school years would have been as pleasant and successful without this program."

"I was never thrilled about high school and this program helped me take classes for my major. I learned how to study and (meet the) expectations of professors early. It creates an image of dedication and advancement . . . I believe this is an amazing program."

"By my senior year I had exhausted most of the advanced curriculum in my school and what was left was easy to the point of pure boredom. The PSEO allowed me to continue serious studying in what would have otherwise been an entire year academically wasted."

"This program opened up new doors for me and I am very grateful to have had this experience. Although the University of Minnesota is a very big step from high school, the Post-Secondary office made the transition very comfortable. My experience at the University of Minnesota during my senior year of high school was so good that I never thought of going to college anywhere else."

"I was very unsatisfied with my educational experiences in high school and university courses were a perfect alternative . . . In one (quarter-long) course at the University I profited more than (from) a whole year at my high school. The difference was not influenced by any difference in my own efforts . . . What I mostly appreciate about the PSEO program is that I feel and felt that my last years of high school were not a total waste. It also had a psychological advantage for me. High school felt very oppressive. This was aggravating, doubled with the fact that besides the institution being overbearing, the quality of education often was pathetic. PSEO was a relief and spared me from feeling exasperated with education in general."

"This program was a saving grace for me. If this program hadn't come along the very worst that could have happened is I would be another high school dropout. The least that could have happened is

that I would have scraped by in high school, achieving my minimal D's and barely graduating. This program allowed me to get out of the nowhere world of high school and let me recognize my own potential. It allowed me to get away from bad influences literally and become my own person away from peer pressures, annoying administrative restrictions and the intellectual staleness that high school was for me."

Teacher Comments

This section reports a few of the dozens of comments teachers made to us as we gathered this information.

" I always knew there was a different, and probably better way to teach health than 5 classes a day, each lasting 55 minutes. But I've never had as much fun in my 15+ years of teaching as I've had in helping to create, and work in this program. It's a lot of work, but it's so worthwhile." Gary C., one of the creators of the Cambridge, Minnesota Center, a middle school within school.

" For years I'd been dreaming about working with a group of teachers, creating a different kind of elementary school. Now I'm doing it, and I love it. This is what teaching should be." Nancy G., one of the creators of Curiosity Castle, an elementary school within school in Blackduck, Minnesota.

"We need choice for teachers, as well as students. There are some teachers who want to make big changes, and others who are ready for small ones. That's why we need different kinds of programs. Otherwise, we'll end up frustrating each other. And the reality is, we need different kinds of schools." Steve R., teacher in an area learning center.

"Creating Connect-4 has been an enormous amount of work. And I know everyone doesn't want to do this kind of teaching. But am I glad that I did it? Would I do it over again? Absolutely! And I'm delighted by other high school teachers who are coming here to learn more about how we operate." Mary Jo K., one of the founding teachers of Connect-4, a school within school at Monticello High School.

Conclusions

This report makes several things clear. The number of Minnesota students participating in various school choice options and programs is increasing. Their numbers are far higher than the 2-3 per cent of Minnesota's overall K-12 enrollment, the figure which previous reports used. The lower numbers result from ignoring students who participate in several of Minnesota's school choice programs, especially those offered within districts.

But any full picture of school choice in Minnesota ought to look at what has happened in individual districts. This report shows that the number of districts offering distinctive programs has increased significantly. In 1985, the opportunity to select among distinctive public schools was available mostly to families in Minneapolis and St. Paul. Since then, the number of districts offering options has increased, to almost 1/4 of the state's districts. And the number of distinctive schools has more than doubled.

The increased number of options available does not mean that districts are responding to every teacher, or group of teachers, who want to create new programs. The Center for School Change regularly hears from educators and parents frustrated because their district has so far not allowed them to create a new program, or has not replicated successful programs.

What does this mean for students, families and educators, beyond more options? Answering that question is an important task in studying the impact of choice in Minnesota.

Some preliminary information is available. A 1990 report found that thousands of students who had dropped out have returned to school because of the "Second Chance" choice laws. This same report found major increases in aspirations among students who have not succeeded. After transferring to a new public school under the " Second Chance" laws, the percentage of young people who planned to graduate and attend some form of post-secondary institution increased from 19% to 39%; the percentage of students attending private non-sectarian schools under "Second Chance" laws who planned to graduate and attend some form of post-secondary education increased from 6% to 41%. (Nathan and Jennings, 1990).

Recent research found young people with disabilities are participating in open enrollment, post-secondary options and second chance programs. (Gorney and Ysseldyke, 1993). This research shows that for example, some youngsters previously classified as "emotionally disturbed" are doing much better in a non-traditional program.

Several reports show that parents and students themselves say they are doing better in new programs, whether they be post-secondary options, second chance, or open enrollment. (Rubenstein, Minnesota Department of Education, Ysseldyke).

However, none of these reports cite precise, carefully developed academic achievement data. This data is difficult to gather, especially when it involves movement across district lines. Nevertheless, people want to know about the impact of school choice, and academic achievement is one important measure.

Gathering such data was beyond the scope of this report. Such research should be done, however. More data about the impact of choice on educators also would be valuable. In gathering data for this report, a number of educators commented on how much they appreciated the opportunity to create a distinctive program.

This report probably does not count every distinctive public school option available in the state. Information was gathered from the State Department of Education, local district officials, and school change advocates. Nevertheless, some programs may not be included. The authors hope that participants in such programs will accept our apology for not learning about them, and will provide information so that an updated report can be more accurate.

The authors hope this report will be useful to parents, educators, policy-makers, and most important, students.

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Appendix

OPTIONS AVAILABLE IN 1985-86
MINNEAPOLIS AND ST. PAUL PUBLIC SCHOOLS

ST. PAUL PUBLIC SCHOOLS[1]

- 10 elementary magnet schools (this was the first year of operation for six of these ten)
- St. Paul Open School (Grades K-12)
- Benjamin Mays Alternative (was Grades K-8)
- racial balance transfers were available
- day care transfers were available
- "non-resident pupil transfers" were available (this was an early form of "open-enrollment")

MINNEAPOLIS PUBLIC SCHOOLS[2]

- Public School Alternatives:
  - 10 elementary magnet schools
  - 11 secondary magnet schools
  - Work Opportunity Center
  - Junior High Alternative
  - PACE (Pregnant Adolescent Continuing Education)
  - 7 High School "work experience programs" (no longer operating)
  - 6 Junior High School "work experience programs" (no longer operating)

- Programs which received Minneapolis Public Schools funding:
  - Center School
  - City, Inc.
  - Plymouth Youth Center
  - Urban League Street Academy
  - Loring-Nicollet
  - Menlo Park
  - ME2RC

1 St. Paul information was provided by Jean Takashita, Supervisor, Magnet Planning Office, St. Paul Public Schools.

2 Minneapolis information was provided by Bob Jibben, Director of Alternative Schools, Minneapolis Public Schools.

CURRENT STATE APPROVED PUBLIC ALTERNATIVE EDUCATION PROGRAMS
STARTING DATE AS ALTERNATIVE/OPTION

ALTERNATIVE PROGRAM NAME	LOCATION	1st YEAR
Anoka-Hennepin Alternative Program-Day	Anoka-Henn.	1975-76
Anoka-Hennepin Alternative Program-Evening	Anoka-Henn.	1975-76
Bagley Alternative High School*	Bagley	1989-90
Blue Earth Alternative Learning Center	Blue Earth	1989-90
Cedar Alternative Center	Burnsville	1987-88
Chaska High School Alternative Program	Chaska	1973-74
Rocori Alternative Program	Cold Spring	1981-82
Detroit Lakes Alternative Learning Center	Detroit Lakes	1976-77
Fairbault Alternative Evening High School	Fairbault	1976-77
Fergus Falls Alternative School	Fergus Falls	1982-83
Forest Lake Alternative Learning Program	Forest Lake	1989-90
Jackson Alternative School	Jackson	1988-89
Kasson-Mantorville Alternative	Kasson-Mantor.	1992-93
Leaf River Alternative Program	Leaf River ED	1991-92
Continuing Education Center	Little Falls	1988-89
Mankato Alternative High School	Mankato	1978-79
Family Learning Center	Marshall	1990-91
Milaca Alternative Program	Milaca	1978-79
Work Opportunity Center	Minneapolis	see Mpls. options
Monticello Alternative Program	Monticello	1991-92
Mora Alternative Program	Mora	1988-89
New Ulm Alternative Program	New Ulm	1973-74
TEC Middle School	NE Ed. District	1990-91
Northfield Alternative Program	Northfield	1982-83
622 Alternative High School	North St. Paul	1974-75
Onamia Alternative Program	Onamia	1990-91
SOAR Program	Osseo	1985-86
Owatonna Alternative School	Owatonna	1984-85
Headwaters Education Learning Project	Park Rapids	1991-92
Perham Alternative Learning Center	Perham	1986-87
Pipestone Alternative Program	Pipestone	1981-82
Four Winds Alternative School	Red Lake	1989-90
Tower View Opportunity	Red Wing	1989-90
Connections Program	Rockford	1990-91
Rosemount/Apple Valley Alternative	Rosemount	1987-88
St. Louis Park Mini-School	St. Louis Park	1988-89
South Washington ALC	S. Wash. County	1984-85
Stillwater Alternative Program	Stillwater	not available
Waseca Alternative High School	Waseca	1983-84
White Bear Lake Alternative School	White Bear Lake	1976-77
Willmar Jr. High Alternative School	Willmar	1980-81

* The Bagley Alt. High School was not open during the 1992-93 academic year.

STATE DESIGNATED AREA LEARNING CENTERS AND ALC SITES
STARTING DATE AS ALTERNATIVE/OPTION

AREA LEARNING CENTER NAME	1st YEAR
Agassiz Valley Co-op Alternative Center*	1972-73
Albert Lea ALC	1987-88
Austin ALC	1988-89
Bemidji ALC	1979-80
Benson Alternative High School	1988-89
Brainerd Area Education Center	1984-85
Carlton County ALC	1988-89
Carver-Scott Co-op Alternative Center:	----
Carver ALC	1975-76
Scott ALC	1980-81
Cass Lake ALC	1987-88
Chisago-Pine ALC*	1978-79
Chisago Lakes ALC	1992-93
Cloquet ALC	1988-89
Crookston ALC	1987-88
Crow River ALC (Hutchinson)	1979-80
Dakota County ALC	1988-89
Duluth ALC	1989-90
Elk River ALC	1987-88
Freshwater Education District ALC	1983-84
Grand Rapids ALC	1972-73
287 Area Learning Center:	----
Hennepin Technical College - ALC	1983-84
CEC-PIE	1971-72
Highview Alternative Program	1982-83
Hopkins Alternative Program	1989-90
Minnetonka Mini-School	1970-71
Prairie Center Alternative	1992-93
70,001/WAVE	1974-75
Ridgedale Alternative	1989-90
SHAPE	1978-79
West Metro Alternative Centers	not available
Westonka Alternative Program	1990-91
Hibbing	1987-88
Mahnomen ALC	1986-87
Martin County ALC	1981-82
Minneapolis Public Schools	see Mpls. options
Minnesota Valley ALC (Montevideo)	1988-89
Mounds View ALC	1976-77
N.E. Metro ALC	1990-91
North Branch ALC	1992-93
Oak Land ALC	1987-88
Pine City ALC	1983-84
Pine County ALC	1988-89

STATE DESIGNATED AREA LEARNING CENTERS AND ALC SITES
STARTING DATE AS ALTERNATIVE/OPTION

Rochester ALC	1976-77
Runestone Regional Learning Center	1988-89
South St. Paul ALC	1989-90
St. Cloud ALC	1967-68
St. Croix River ALC*	1991-92
St. Paul ALC	see St. Paul options
Thief River Falls ALC	1989-90
West Central ALC	1990-91
Willmar ALC	1988-89
Winona ALC	1985-86
Worthington ALC	1989-90
Wright Technical Center ALC	1988-89
Youth Education Services (West Cent. ECSU)	1980-81
* The Agassiz Valley Co-op Alternative Center, the Chisago-Pine ALC, and the St. Croix River ALC closed at the end of the 1991-92 academic year.	

OTHER WITHIN-DISTRICT ALTERNATIVES/OPTIONS
STARTING DATE BY PROGRAM

SCHOOL OR PROGRAM NAME	LOCATION	1st YEAR
Blackduck SWIS†	Blackduck	1992-93
Bravo Program	Bloomington	1992-93
Apple Program	Coon Rapids	1992-93
Grant Magnet Elementary	Duluth	1985-86
Lowell Music Magnet Elementary	Duluth	1985-86
Nettleton Magnet Elementary	Duluth	1984-85
Skyline Alternative Program	Duluth	1984-85
Teen Parent	Duluth	1984-85
Unity Alternative Program	Duluth	1984-85
Lincoln Elementary's SWIS†	Fairmont	1991-92
Forest Lake Montessori	Forest Lake	1992-93
Minnesota Center for Arts Education†	Golden Valley	1989-90
Knight Elementary†	Little Falls	1987-88
Miltona Magnet School†	Miltona	1987-88
Connect-4†	Monticello	1992-93
Comm-Tech†	Morris	1992-93
Choices Elementary Program	Princeton	1991-92
TEAM Program	Rice	1992-93
Lincoln at Mann Elementary	Rochester	1974-75
Language Immersion School†	Robbinsdale	1987-88
Technology Learning Middle†	Robbinsdale	1987-88
Parkview Center Elementary	Roseville	1989-90
Jefferson Montessori†	St. Cloud	1991-92
Stonebridge Elementary†	Stillwater	1972-73
Thief River Falls Arts SWIS†	Thief River Falls	1992-93
OPTIONS†	Virginia	1992-93
Westbrook Arts†	Walnut Grove	1991-92

STUDENTS USING WITHIN-DISTRICT CHOICE OPTIONS IN MINNEAPOLIS
FALL ENROLLMENTS FOR 1990-91, 1991-92 AND 1992-93

ELEMENTARY SCHOOLS	1990-91	1991-92	1992-93
Andersen Contemporary Elementary	548	422	469
Andersen Open Elementary	1,014	862	810
Anwatin EEC (Early Education Center)			210
Armatage Elementary	597	523	488
Audubon Elementary	76	233	275
Bancroft Elementary	718	705	675
Barton Open Elementary	600	580	567
Bethune Elementary	304	440	198
Bottenau EEC (Early Education Center)		108	114
Burroughs Fundamental Elementary	606	595	603
Childrens Academy		108	109
Cooper Elementary	411	323	308
Dowling Elementary	445	423	403
Downtown Central Elementary			50
Downtown Open EEC (Early Education Center)		50	68
Emerson Elementary			352
Ericsson Elementary	570	477	465
Field Elementary	551	540	517
Fulton Elementary	694	651	607
Hale Elementary	807	732	706
Hall Elementary	386	404	398
Hamilton Elementary	469	464	499
Public School Academy Elementary	195		185
Lincoln Fundamental Elementary	837	716	659
Hiawatha Elementary	425	353	350
Holland Elementary	418	441	371
Howe Elementary	395	346	317
Jefferson Continuous Progress Elementary	863	844	678
Keewaydin Elementary	429	409	380
Kenny Elementary	543	504	536
Kenwood Elementary	583	588	550
Longfellow EEC (Early Education Center)		290	302
Loring Elementary	447	495	485
Lyndale High Five	83		
Lyndale Elementary	688	594	602
Marcy Open Elementary	351	315	571
McKnight EEC (Early Education Center)		192	178
Mill City Montessori	27	51	70
Morris Park Elementary	456	354	358
Mt. Sinai Elementary		474	554
Olson Elementary	883	767	764
Northrop Elementary	421	275	281
North Star Elementary	1,082	922	896
Pillsbury Elementary		621	612
Putnam Elementary	316	335	336
Ramsey Fine Arts Elementary	1,041	988	954
Seward Elementary	772	595	617
Sheridan Elementary	787	729	713
Shingle Creek Elementary	320	324	400
Sullivan Elementary		719	697
Tuttle Elementary	371	309	396
Waite Park Elementary	463	445	495
Washburn Child Guidance			5

STUDENTS USING WITHIN-DISTRICT CHOICE OPTIONS IN MINNEAPOLIS
FALL ENROLLMENTS FOR 1990-91, 1991-92 AND 1992-93

Webster Open Elementary	813	820	812
Wenonah Elementary	385	340	322
Wilder Contemporary Elementary	725	634	614
Wilder Fundamental Elementary	588	533	567
Wilder - MST (Math, Science and Technology)	300	419	447
Willard Elementary	638	628	614
Windom Open Elementary	424	496	485
ELEMENTARY TOTAL	25,865	26,505	27,064
CHIRON SCHOOL			
Chiron Elementary	180		
Chiron Middle School		186	
CHIRON TOTAL	180	186	
SECONDARY SCHOOLS			
Eden Youth	2		10
Edison Senior High School	1,427	1,439	1,429
Friendship House	16		
Harrison Assessment		2	
Henry Senior High School	827	749	763
Intensive Day Treatment School	21		
North Senior High School	1,033	1,030	1,040
O.K. Academy			8
Pace Center		65	64
P.M. High School	128	124	92
Project Offstreets			18
Roosevelt Senior High School	1,504	1,419	1,450
School Rehabiliation Center	65	63	
South Senior High School	1,811	1,729	1,801
Southwest Senior High School	1,195	1,274	1,375
University Community	12	11	8
Upper Midwest Indian Center			11
VE4AA (Vocational Ed. For Adult Advancement)	229	69	
Washburn Senior High School	1,130	1,108	1,190
SECONDARY TOTAL	9,400	9,082	9,259
TOTAL WITHIN DISTRICT CHOICE-MINNEAPOLIS	35,445	35,773	36,323
This information is based upon fall enrollment figures as reported by the Minnesota Department of Education, and verified by Denny Lander, Administrative Assistant for Research and Development, Minneapolis Public Schools			
OTHER MPLS. WITHIN DIST. CHOICE OPTIONS - PARTIAL DAY†			
Anwatin Elementary	202	278	302
Northeast Junior High		183	153
†Because these are part time options, we chose not to include them in the total for the District. However, because they do offer options to students, we feel that they merit mention.			

STUDENTS USING WITHIN-DISTRICT CHOICE OPTIONS IN ST. PAUL
FALL ENROLLMENTS FOR 1990-91, 1991-92 AND 1992-93

LOCATION CHOSEN BY STUDENTS	1990-91	1991-92	1992-93
MAGNET SCHOOLS			
St. Paul Open School (K-8 only)	227	269	270
Saturn School of Tomorrow	212		
Benjamin Mays Fundamental Elementary	429		
Adams Elementary	630	381	458
Expo Elementary†	327	444	520
Expo Middle School†			165
J.J. Hill Montessori†		376	457
Franklin Magnet Elementary	484	490	501
Frost Lake Magnet Elementary	636	620	614
Galtier Magnet Elementary	404	380	371
Capitol Hill Magnet	648	749	894
Battle Creek Elementary	447	466	471
Cherokee Heights Elementary	517	569	519
All Day Kindergarten			24
Farnsworth Elementary	333	331	411
Hancock Elementary	476	548	468
Longfellow Magnet Elementary	546	529	547
Downtown Kindergarten	30	30	29
Maxfield Magnet Elementary	466	431	448
Mississippi Magnet Elementary	578	583	583
Eastside Workplace Kindergarten	25	43	46
Webster Magnet Elementary	1,096	1,079	1,085
Jackson Alternatives	447	445	435
Riverview Elementary	234	227	213
Roosevelt Elementary	575	592	589
Nokomis Montessori/Developmental†	133	145	219
Museum Magnet/RONDO†		162	243
World Culture and Language/Mounds Park†		139	222
River Front Educational Center		286	229
American Indian Magnet Elementary		209	284
TOTAL FALL ENROLLMENT, MAGNET SCHOOLS	9,900	10,523	11,315
OTHER CHOICES REQUIRING AN APPLICATION			
Racial Balance Transfers (approved applications)	299	371	251
Day Care Transfers (approved applications)	309	313	276
TOTAL OTHER CHOICES REQUIRING AN APPLICATION	608	684	527
TOTAL SECONDARY ENROLLMENT (all secondary students must submit a school choice form each year)	12,981	13,257	13,653
TOTAL WITHIN DISTRICT CHOICE - ST. PAUL	23,489	24,464	25,495

This information is based upon fall enrollment figures as reported by the Minnesota Department of Education, data provided by Jean Takashita, Supervisor, Magnet Planning Office, Steve Schellenberg, Supervisor, Student Data Management, Leslie Engstrom, Placement Office, and enrollment figures from individual schools (those designated by †).

OTHER WITHIN-DISTRICT ALTERNATIVES/OPTIONS
FALL ENROLLMENTS FOR 1990-91, 1991-92 AND 1992-93

SCHOOL OR PROGRAM NAME	LOCATION	1990-91	1991-92	1992-93
Blackduck SWIS†	Blackduck	not started	not started	68
Bravo Program†	Bloomington	not started	not started	236
Apple Program†	Coon Rapids	not started	not started	75
Grant Magnet Elementary	Duluth	282	299	282
Lowell Music Magnet Elementary	Duluth	376	401	371
Nettleton Magnet Elementary	Duluth	648	637	625
Skyline Alternative Program	Duluth	34	33	38
Teen Parent	Duluth	25	32	1
Unity Alternative Program	Duluth	58	62	64
Lincoln Elementary's SWIS†	Fairmont	not started	100	100
Forest Lake Montessori	Forest Lake	not started	not started	35
Minnesota Center for Arts Education†	Golden Valley	249	264	267
Knight Elementary†	Little Falls	309	319	324
Miltona Magnet School†	Miltona	143	141	134
Connect-4†	Monticello	not started	not started	87
Comm-Tech†	Morris	not started	not started	105
Choices Elementary Program†	Princeton	not started	25	26
TEAM Program†	Rice	not started	not started	122
Lincoln at Mann Elementary	Rochester	383	409	399
Language Immersion School†	Robbinsdale	356	453	598
Technology Learning Middle†	Robbinsdale	532	501	540
Parkview Center Elementary	Roseville	434	433	460
Jefferson Montessori†	St. Cloud	0	22	27
City Academy Charter School†	St. Paul	not started	not started	37
Stonebridge Elementary†	Stillwater	260	208	184
Thief River Falls Arts SWIS†	Thief River Falls	not started	not started	4
OPTIONS†	Virginia	not started	not started	145
Westbrook Arts†	Walnut Grove	not started	8	11
Bluffview Montessori Charter School†	Winona	not started	not started	37
TOTAL OTHER WITHIN DISTRICT CHOICE		4,089	4,347	5,402

*This information is based upon fall enrollment figures as reported by the Minnesota Department of Education, and fall enrollment figures from individual schools (those designated by †).

AREA LEARNING CENTERS*

AREA LEARNING CENTER NAME	1990-91	1991-92	1992-93
Agassiz Valley Co-op Alternative Center	22	24	closed
Albert Lea ALC	65	84	61
Austin ALC	122	108	102
Bemidji ALC	not available	115	147
Benson Alternative High School	16	11	22
Brainerd Area Education Center	266	283	350
Carlton County ALC	not available	29	98
Carver-Scott Co-op Alternative Center	210	reported differently by MDE	
Carver ALC	not available	61	107
Scott ALC	not available	62	129
Cass Lake ALC	52	63	68
Chisago Lakes ALC	not started	not started	70
Chisago-Pine ALC	51	not available	closed
Cloquet ALC	52	not available	not available
Crookston ALC	23	48	36
Crow River ALC (Hutchinson)	not available	34	50
Dakota County ALC	44	72	1746
Duluth ALC	109	162	130
Elk River ALC	60	109	109
Freshwater Education District ALC	54	71	not available
Grand Rapids ALC	58	58	71
287 Area Learning Center:	----	----	----
Hennepin Technical College - ALC	915	888	678
Highview Alternative Program	not available	292	116
Hopkins Alternative School	25	30	35
Minnetonka Mini-School			
70,001/WAVE	not available	47	124
West Metro Alternative Centers			
Westonka Alternative Program	30	30	30
Hibbing ALC	not available	59	58
Mahnomen ALC	not available	48	11
Martin County ALC	32	59	80
Minneapolis Public Schools:	----	----	----
Jr. High Alternative	7	11	not available
New Vistas	10	31	35
The Connection Center	89	170	82
Minnesota Valley ALC (Montevideo)	17	not available	23
Mounds View ALC	206	75	304
N.E. Metro ALC	66	79	91
North Branch ALC	not started	not started	67
Oak Land ALC	209	310	181
Pine City ALC	not available	not available	5
Pine County ALC	45	61	49
Rochester ALC	57	118	164

AREA LEARNING CENTERS*

Runestone Regional Learning Center	83	78	92
South St. Paul ALC	not available	not available	64
St. Cloud ALC	452	525	415
St. Croix River ALC	not started	141	closed
St. Paul ALC	not started	222	277
Thief River Falls ALC	74	171	148
West Central ALC	not started	22	22
Willmar ALC	97	106	108
Winona ALC	114	135	107
Worthington ALC	not available	44	40
Wright Technical Center ALC	not available	not available	64
Youth Education Services (West Cent. ECSU)	147	104	200
TOTAL ALC FALL ENROLLMENT	3,879	5,250	6,966
*This information is based on fall enrollment figures as reported by the Minnesota Department of Education.			

ALTERNATIVE EDUCATION PROGRAMS*

ALTERNATIVE PROGRAM NAME	LOCATION	1990-91	1991-92	1992-93
Anoka-Hennepin Alternative Program-Day†	Anoka-Henn.	not available	232	236
Anoka-Hennepin Alternative Program-Evening†	Anoka-Henn.	not available	250	260
Bagley Alternative High School†	Bagley	40	43	closed
Blue Earth Alternative Learning Center†	Blue Earth	not available	24	23
Cedar Alternative Center†	Burnsville	not available	80	80
Chaska High School Alternative Program†	Chaska	50	50	50
Rocori Alternative Program†	Cold Spring	12	11	11
Detroit Lakes Alternative Learning Center†	Detroit Lakes	52	51	42
Fairbault Alternative Evening High School†	Faribault	92	85	93
Fergus Falls Alternative School†	Fergus Falls	128	124	127
Forest Lake Alternative Learning Program	Forest Lake	26	13	10
Jackson Alternative School	Jackson	10	17	23
Kasson-Mantorville Alternative	Kasson-Mantor.	not started	not started	10
Leaf River Alternative Program†	Leaf River ED	not started	14	26
Continuing Education Center†	Little Falls	45	50	60
Mankato Alternative High School†	Mankato	105	104	111
Family Learning Center†	Marshall	18	20	23
Milaca Alternative Program	Milaca	8	13	
Work Opportunity Center	Minneapolis	263	263	243
Monticello Alternative Program	Monticello	not started	6	9
Mora Alternative Program†	Mora	36	39	46
New Ulm Alternative Program	New Ulm	14	14	10
TEC Middle School	NE Ed. District	not available	not available	19
Northfield Alternative Program†	Northfield	60	65	50
Onamia Alternative Program	Onamia	26	37	17
SOAR Program†	Osseo	not available	67	52
Owatonna Alternative School†	Owatonna	not available	18	30
Headwaters Education Learning Project	Park Rapids	not started	20	20
Perham Alternative Learning Center	Perham	18	15	16
Pipestone Alternative Program†	Pipestone	not available	15	54
Four Winds Alternative School	Red Lake	51	51	51
Tower View Opportunity	Red Wing	32	35	34
Connections Program	Rockford	36	72	72
Rosemount/Apple Valley Alternative	Rosemount	135	136	185
St. Louis Park Mini-School	St. Louis Park			
South Washington ALC	S. Wash. County	157	148	144
Stillwater Alternative Program	Stillwater			
Waseca Alternative High School	Waseca	21	23	6
White Bear Lake Alternative School	White Bear Lake	not available	104	94
Willmar Jr. High Alternative School	Willmar	not available	15	15
TOTAL ALTERNATIVE PROGRAM ENROLLMENTS		1,435	2,324	2,352

*This information is based upon fall enrollment figures as reported by the Minnesota Department of Education, and fall enrollment figures from individual schools (those designated by †).